

CI512 Class Notes

08/04/2011

C: good morning!

plan: mike taking notes, greg observing

first half of class: focus on brooks papers. after break, spend time on group projects. only in class time to work on group projects.

start with some comments: i dont want comments to be taken negatively. some are just ideas for improvement, some more substantial. can be strengthened by more description of theory. not more than a sentence. also, go back to slides on progressivism. apply list of attributes to snapshots.

Mike M: can we lump progressivism and constructivism?

C: specify which type of constructivism because there are many differences, e.g. Piaget vs. Brooks (neo-reform, pulls together lots of ideas) cite whose constructivism you are talking about. There is a lot of overlap.

Derek: do we have to relate to theories, or can we say Piaget would have said this?

C: yes if it makes sense. You can also say how it does fit and how it doesn't fit the theory.

C: Ask questions! My handwriting or comments may be indecipherable.

C: Cite using APA guidelines. Look at slide for details.

Iman: do we cite reading responses?

C: not necessary, but if quoting, put in page numbers.

Carlos: cite for other papers?

C: cite for synthesis, not important for snapshots, but include references for snapshots.

Chad: are snapshots one document or three separate documents?

C: do what makes sense for readability. Some people are writing a narrative, some are titling each section. You can refer back to previous analysis if you don't want to redefine terms.

C: Would you like a five minute break or ten minute break? Five minutes: zero votes. Ten minutes: seven votes.

C: connection between Piaget and constructivism: constructivism is an umbrella term for learning theories where students construct their own understanding. Piaget's theory of development are independent of constructivist theory.

Martin: We need to coordinate groups between the two classes.

C: I will email her.

C: Vocabulary. Ontology: theory of existence. Are there things and how do we know? Epistemology.

Theory of knowledge. Pedagogy: theory of teaching.

Weak constructivism. There is a reality out there, sense organs take in data and construct knowledge from it. Not concerned with social knowledge. Not concerned with other people. There is an objective truth out there and we are trying to construct it for ourselves.

No champion. Many mathematicians feel this way.

Social constructivism. not the only social learning theory there is. Knowledge is created in a classroom.

We can come to a community understanding of something. Objective reality that can never be fully attained.

Karen: is weak constructivist same as cognitive constructivist?

C: yes.

This is one of the theories that is difficult to work with. It's hard to say when "the class" has learned it.

You can't measure it based on individuals understanding.

Chad: never debate a whole group of constructivists.

C: von Glasersfeld is radical. Denies importance of ontological reality. only concerned with what you experience. Neutral to ontology. Each individual is creating their own reality and language mediates between individuals' realities. Language is imperfect mediator.

Chad: sounds more like Piaget than the other one.

C: yes. I like to keep Piaget separate but yes. These are labels placed upon people.

C: I'm going to read a children's story. It's called "Fish Is Fish". It's a beautiful book. They directly address language as mediator between individual cognitive minds.

[Reads]

[Censored Due To Copyright Violation]

Small group discussion, different people from last time. Focus on Brooks reading. In particular last question. Critique items.

[Break for groups]

C: Please share.

Derek: limitations of language. our experiences conflict with others so they will be different.

Sean: might need to learn new definitions for terms.

Laura: have student rephrase statement to get better clarification.

Iman: story felt like Piaget constructivism. fish had to accommodate after jumping out of water.

Nick: story reminds me of Flatland. Takes place in two-dimensional plane. Sphere enters this plane and interacts with one of its inhabitants.

C: other thoughts?

Karen: is assimilation/accommodation similar to Piaget?

C: it is Piaget's theory of learning.

Mike T: problems that could arise. seems time consuming. could lead to frustration.

Sean: ???

Greg: didn't give straight guideline. Can pick and choose from list and insert as needed.

Casey: Ideas behind quantum physics are so hard to conceptualize that you have to just do the math.

Westie: let students have time to formulate an answer. for slow students and also so people can justify their answer. How do you find the time? be more selective with questions, use ones that get to the heart of the matter.

Ariel: allow students ask q's of each other because they have their own vocabulary that teacher might not use.

Derek: weakness of trying to understand their thought processes. Requires a certain level of skill. More of an art.

Casey: stuff about slopes and fish.

Carlos: problem - if students aren't engaged - if you are giving them autonomy and they don't want to really do anything, then you get kids sitting around doing nothing.

Chad: quote I liked best: "coming to know ones world is..."

C: how do you see it relate to your classroom?

Chad: makes me want to explain to class that its not me teaching them things, but its all of us trying to understand this together.

Casey: relates story from article where kids write stories to share with each other. based on idea of caring, producing for each other, not just focused on the self. will motivate personal investment, rather than simply trying to avoid failure.

Martin: good that they say there are constraints, you can do these despite constraints, however - it's easy to figure out strategies that work for those who don't want to learn.

Mike M: its not easy, more work on teacher, will take time.

Teale: concern for classroom control. hard for older teachers who are established in their routines.

C: content knowledge is intimidating. Students will come up with ideas that you won't understand.

Mike M: they see you as a learner.

Casey: if you've got the courage for it.

Mike M: how do you deal with the silence?

C: practice. even in peer groups. patience. silence is useful.

Casey: they talked about that too.

Mike M: you're letting the talkers learn..

C: others? Break for 7.5 minutes. OK. ten minutes.

[Break]

C:snapshots: 3, 2 pages each approx. You have exactly 30 minutes for presentation. No overrun. Shoot for 20 minutes because you will go over. Use two learning theories. Use the resources specified! 4 to 5 people. Not everyone has to talk. Some can facilitate group work. It's totally up to you. You will also do a brief writeup. Describe how it relates to teaching and learning theories and how it impacts your future teaching. Also, you will evaluate every group member. We will determine criteria in class today. Writeups due on day of presentation...I can be flexible on that and you can turn it in on the last day if you want to.

Evaluating group members. How do you hold your group members accountable? break into groups and write them down.

[Groups]

Get to work!

Iman: the goal of this is to teach the class something about our?

C: "teach" in quotes. Select something that you'd teach in school.

Carlos: Whole time teaching?

C: thirty minutes to teach, thirty minutes to discuss what happened.

Martin: two days?

C: yes. five hours total. be punctual.

Mike P: discussion is whole class, we don't present during?

C: correct you plan for only half hour of activities. Get to work!

[Groups]

C: greg has some observations.

Greg: drinks people bring to class. three groups: coffee or appeared to be. water or juice. or nothing.

drinkers commented more. most people left for break.